

Department of Corrections Hosts Dr. Richard Cooper, Ph.D.

Missouri Department of Corrections presented speaker Dr. Richard Cooper, Ph.D. at a two day workshop in Jefferson City on March 14th and 15th at the Ramada Inn. The DOC extended an invitation to the AEL office and programs to attend the workshop.

The "Power Sessions FY06" Workshop covered "*Helping Adults with Learning Differences Develop Social and Life Skills*" and "*Working with Difficult Students*" on Tuesday and Wednesday's session included "*Helping Students With Learning Differences Prepare for the GED*" and "*Techniques for Teaching Adults Who Learn Differently*".

Dr. Cooper is the author of a number of books about learning disabilities, problems and differences. He is internationally known as a speaker and instructor for teaching techniques to aid children and adults who learn differently.

Over the years, Dr. Cooper has developed a unique style of learning which uses an individual's strengths and minimize their weaknesses. Despite his own learning differences, he was successful in school and now offers his services to help others. He has developed a number of workshops, courses and presentations. Tic Tac Toe Math is a training session which Dr. Cooper frequently presents around the country. A training catalog is available upon request which includes full descriptions of each training topic available. These materials are not age specific.

If you would like to receive the Training Catalog, contact his office by calling 800-869-8336 or download it from his web site at www.learningdifferences.com. You may contact Dr. Cooper by email at rcooper-ldr@comcast.net.



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WIN Training April 18th in St. Louis

WIN instructional software program training is scheduled for next month on Tuesday, April 18 in St. Louis. If you want to learn more about WIN, this will be your opportunity. The Missouri Division of Workforce Development is making this software/courseware available to all AEL programs at no charge! For detailed information on WIN go to the following website:<http://www.thelearningmanager.com/WIN/default.asp>.

The training sessions are scheduled for Tuesday, April 18 in St. Louis at the MET Center, 6347 Plymouth Avenue, Lab 304. The first session will take place from 9:00 - 11:30 a.m. and the second session will take place from 1:00 - 3:30 p.m. If you are interested in attending one of these training sessions, please contact Della Tolliver at dtolliver@u-city.k12.mo.us or call 314- 290-2052 by April 12th. Please indicate which one of these training sessions you will be attending. I would like to encourage, you all to send your AEL teachers to this training as well; since they'll be the ones actually working with WIN, under your leadership. There is room for 32 people per session, however two people would need to share a computer, so only the first 32 reservations will be allowed to attend per session.

The PDC Will Once Again Be Active at MAACCE

The MAACCE conference will be held at Tan Tar A in Osage Beach on June 21-23. Again this year, the PDC staff will be very active in the conference and hold several activities for AEL directors & teachers.

There will be a pre conference session for AEL directors called "Legal Issues in an AEL Program". This will be a four hour session on various legal responsibilities of an AEL program. The session will be from 8-12 on June 21st.

GED Online will have a working session as a pre conference session on June 21st from 10-2. This will be for online teachers and directors. *Submitted by John Stains*

A Change in Post Workshop Activity for PCW and BTAP

Beginning in July, the post workshop activity for the Pre Certification Workshop (PCW) and the Beginning Teachers Assistance Program (BTAP) workshop will be available on the PDC web site.

Teachers will no longer have to log into Blackboard to acquire the activity, complete it or submit to the PDC. Resources for both workshops will continue to be available on Blackboard for review by the teacher.

The completed activity will be emailed to Kim Nash upon completion. There will still be a 30 day deadline for completion

Submitted by John Stains

Summer Resource Workshops

Can you ever have enough **RESOURCES**? It seems like we don't have enough resources to get the job done at times. Each Missouri AEL program has the opportunity to increase staff resources this summer.

Last summer was the first summer that **RESOURCE** workshops were offered and were the equivalent to an Experienced Teacher Workshop credit. Each AEL program was given the opportunity to send one or more teachers to the **RE-SOURCE** workshops, depending upon the size of the program.

The summer of 2006 will hold the same opportunity!

The Technology Resource Workshop will cover "Designing Your Teacher Website". There will be a pre and a post workshop activity, and an 8 hour face to face making it a twelve hour workshop. Teachers attending this workshop need to have a moderate level of computer literacy. Think of the possibilities for your program when you have additional technology resources!

The Learning Differences Resource Workshop will also be a twelve hour workshop, but without a pre or post workshop activity. It will be set up as two six hour days. The state LD manual will be outlined, additional Power Path information will be given and some new strategies for various LD situations will be presented.

Content Standards was the third topic for Resource Workshops held last year. This one is still in the construction stage and may very well be the training ground for pilot sites for the pre-release of the brand new Content Standards for Missouri AEL programs.

Start planning to increase RESOURCES for your program!

Submitted by: Jamy Preul

Technology Corner

News and notes from the Missouri AEL Professional Development Center, operated by North Central Mo. College, Trenton.

Technology Coordinator:

Jamy Preul

Director: John Stains

"Legal Issues in an AEL Program" MAACCE Pre-Conference June 21st

The PDC will again offer the concurrent sessions of the MAACCE Conference as in-service credit for teachers who attend the conference and wish to participate. Last year, 132 teachers received PD credit at the conference and we hope more will take advantage of it this year. The process will be the same as last year. Teachers will receive a "passport" and at the end of each identified session, will receive a label to stick into the passport. Once all four slots are labeled, the passport will be turned into the PDC and the teacher will be eligible to receive 4 hours of PD credit.

The PDC will continue to support the conference by providing audio/visual and technical support for the conference. Photography of the conference will also be provided.

Submitted by: John Stains

Word Problems

Many individuals, not just those who have reading problems, struggle with math word or story problems. While one might assume that since word problems are more directly connected to the real world, than say an exercise of 30 long division problems, they should be easier for people to solve. This is often not the case. I have seen many students of all ages able to complete math exercises with ease, but these same students are stumped when they are confronted with problems in written form. Understanding why they have difficulties with problems in written form can help parents and teachers assist students learn to complete these problems carefully. Some search for the numbers and then assume what needs to be done instead of determining how the numbers relate as they are written about in the problem. Many students read too much into word problems. For example, when asked *“How many children will be on each bus if there are 100 students and five buses?”* Some students will tell you that there is not enough information to solve the problem. They want to know who is a friend with whom because this may determine if some buses will have more students than others. Or a person may ask where the buses are going because if it is not to a cool place then you won't have 100 students going.

Two ways that I have found to help children and adults with word or study problems is to have them 1) draw a picture or make a chart and 2) write their own problems. The drawing of pictures and charts is a technique that is frequently taught but the practice of writing word problems is not common. The rationale for writing word problems is that the student becomes familiar with the quantitative terms and how the numbers relate to real life situations. This technique can be structured in such a way as to lead a student from simple problems to more complex problems with multiple steps and unnecessary numbers. By asking a person to write a problem that includes changing inches to feet not only helps the student understand the concept of converting units but also teaches him how to identify that extra step in word problems written by others.

Word problems should be written every day; set up a systematic program of having the person write a set of number problems, not too many to frustrate and not too few so that it does not provide sufficient practice. The assignment of writing word problems every day can be connected to the student's regular curriculum if he is in school. If the person were working on division, then the word problems would involve the division of large quantities. If the person was learning the subtraction of fractions, then the word problems he would create involves the subtraction of fractions.

This activity can be adjusted for any age or ability level. For young children, who cannot yet write, they can state the problems orally. *“You have two cookies and you give me one. How many do you have now?”* For children or adults who have higher-level skills the problem would involve larger quantities and higher-level math skills. *“You work for a company that pays you \$11.25 an hour. When you work overtime, and are paid time and a half, what would be your gross pay for a week if you worked your regular eight hours for five days and worked two extra hours on three days?”*

The exercise of writing word problems everyday (regularity) and following the formal curriculum if the person is enrolled in school or a workbook if the person is engaged in self-study (systematic), provides the person with a technique that will build math vocabulary, increase the understanding of the logic used in word problems, and provide enough practice to enable the students to feel confident about completing these problems. *If a student writes two word problems each day for a year, he will have written how many problems in six months?* You can even make this activity fun.

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Changes in Experienced Teacher's Workshop Format

There will be 22 ETW -level workshops offered throughout the state this summer with workshops starting in July. The PDC has returned to offering three topics for teachers to choose from: *Literacy, Workforce Issues, and Writing Skills*. This allows the teachers to be able to choose a topic that is of interest to them.

Other options for ETW -level workshops will include: ESL, GED Online, Technology Resource, LD Resource and Content Standards Piloting. **Enrollments will begin on Monday April 17th.**

There will be no post activities this year for most of the ETW topics. The format for the Literacy, Work Skills Issues and Writing Skills topic will be a 4 hour pre activity and an 8 hour face to face for 12 hours PD credit. Another change in this year's workshop is the pre activities process.

All pre activities will be available on the PDC web site for download by the director or teachers. The teacher will complete the activity and submit to the local program director. **The director will submit a list of names of those teachers who have completed the activity by June 1st to Kim Nash.** This will allow for up to 6 weeks for the local director and the PDC to work with the teacher to complete the activity before the workshops begin. The presenters will request the teachers to bring their pre activities with them but the PDC will not check them during the sign in period.

Highlights of Format Changes

1. *NO post activities for most ETW*
2. *Different amount of PD hours given*
3. *Choices in topics*
4. *Pre activities given to directors, not the PDC.*
5. *Teachers' pre activity list sent to PDC by June 1st.*

If the PDC has not received notification from the local directors of the teachers who have completed the activity, the teacher will not be able to attend the workshop.

There will be additional PD activities throughout the year to help teachers meet the 20 hours a year of PD. This allows the summer workshops to become more flexible in the amount of PD hours offered.

Missouri AEL Spring 2006 Director's Conference

Missouri's Adult Education Program Directors will meet in Jefferson City for the spring conference on April 11-13 in Jefferson City at the Capitol Plaza Hotel. During the conference, directors will meet with senators and representatives to discuss the importance of adult education in Missouri.

MAELPDC Pre-Certification Workshops

- May 20-21

Upcoming 2006 Conferences

MVAEA April 26-28, 2006 Fargo, N.D.
 COABE April 26-28, 2006 Houston, Tex.
 MAACCE June 21-23, 2006 Osage
 Beach, Mo.
 AAACE November 7-10, 2006 Pitts-
 burgh, Pa.
 NCEA November 29-December 6, 2006
 St. Louis

Send Us Your Success Stories!

Does your program have a success story to share? Show-Me Literacy newsletter editor, Nancy Eads, is looking for program "success stories"-- whether it be about students, instructors, overall program achievement, or other things you would like to share with readers. "AEL programs see successes almost on a daily basis. This is a great opportunity for program directors to spotlight volunteers, teachers as well as student stories.

The deadline for submissions will be the 15th each month and can be emailed to: neads@rolla.k12.mo.us

ABC's of Literacy: Acting for a Better Community "Unlock the Power of Liter- acy"

Regional Conference

**May 18 & 19, 2006
Webster University in St. Louis**

Sponsored by:

**LIFT-Missouri, Literacy Roundtable,
Webster University, KMOV- Channel 4, St.
Louis Rams**

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